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ANNUAL INCREASE IN WEIGHT.

(In kilograms.)

		BOYS.				GIRLS.						
Age.	Birth....	Porter.	Rotch.	Bowditch.	Christopher.	Age.	Birth....	Porter.	Rotch.	Bowditch.	Christopher.	Sargent.
1 yr....	6.2	6.2	6.2	6.2	6.2	1 yr....	5.8	5.8	5.8	5.8	5.8	5.8
2 yrs....	4.2	4.2	4.2	4.2	4.2	2 yrs....	4.3	4.3	4.3	4.3	4.3	4.3
3	2.1	2.1	2.1	2.1	2.1	3	1.7	1.7	1.7	1.7	1.7	1.7
4	1.3	1.3	1.3	1.3	1.3	4	1.4	1.4	1.4	1.4	1.4	1.4
5	1.3	1.3	1.3	1.3	1.3	5	1.4	1.4	1.4	1.4	1.4	1.4
6	1.8	1.8	1.8	1.8	1.8	6	1.6	1.6	1.6	1.6	1.6	1.6
7	1.8	1.7	1.7	1.7	1.7	7	1.8	1.8	1.8	1.8	1.8	1.8
8	2.2	2.2	2.2	2.1	2.1	8	2	1.9	1.9	1.9	1.9	1.9
9	2.3	2.4	2.4	2.4	2	9	2.1	2.4	2.3	1.9	2.2	3.3
10	2.1	2.7	3.8	3.2	2.7	10	2.4	2.3	2.2	2.4	1.9	...
11	2.7	2.2	2.1	2.3	2.4	11	2.3	2.9	2.8	2.5	2.7	3.5
12	2.3	3	2.7	3	4	12	3.4	4.3	3.3	5.1	3.7	3.8
13	2.8	3.6	3.3	3.4	5.3	13	4.7	4.6	5	5	5.7	5.1
14	3.7	4.4	4.6	5.4	5.5	14	4.6	4.4	4.4	4.1	5.1	2.8
15	5.5	5.8	6	2.8	6.1	15	4.2	...	3.3	3.3	1	3.1
16	6.3	7	5.7	1.2	9.3	16	3.1	2.8	2.5	1.6	2.7	1.6
17	3.4	2.4	1.9	...	1	17	2.5	...	.7	.4	...	1.6
18	...	2.3	1.7	...	.2	18	...	.5	...	.1	...	1.2

KINDERGARTEN THEORY.

BERTHA PAYNE.

REVIEW FOR NOVEMBER AND DECEMBER.

THE work for November and December has been centered about the work in the kindergarten, and has dealt chiefly with stories, songs, and handwork.

From nursery rhymes and *Mother Goose* we went to the old fairy tales, as models of charm both in imagery and plot. The kindergarten plan caused us to look for good stories of home life and household industries. Those that were selected for our own use are given below. Thanksgiving and Christmas time brought the need of stories to emphasize some phase of these festivals. Stories related outwardly to Thanksgiving were found to be especially poor in number and quality. This search for stories related to the season, approaching festivals, or the work of the group aroused the following questions:

1. Is the primary function of these stories to bring knowledge of certain facts, or to enhance such knowledge already gained; to instruct, or to deepen the sense of values?
2. In general, should a story so related come first or last in the consideration of a subject?

3. Proposition: In its *teaching* capacity it should place facts in such relation that either one or both of the following conditions should be brought about in the children: (a) curiosity, or desire to know more of the topic; (b) an impulse to execution, or desire to carry into expression the suggestions of the story, either in dramatic form, by pictorial illustration, by making, or in some line of invention to which the story has furnished stimulus, but not necessarily a *model*.

The oft-quoted *Robinson Crusoe* furnishes a good illustration of a story that is effective in the way last mentioned.

We have illustrated stories by blackboard drawing. This has furnished a motive for especial studies of figures, chiefly men, and animals in action. The stories were told to the class by different members. Stories too old in language or too complex for the kindergarten and the first-grade groups were adapted for them. One theme was written in story form. Although the results were not artistic, this was, perhaps, the most direct help to discovering what elements are necessary to a good story.

We found no good story in relation to Thanksgiving day adapted to little children. For the older children the story of the origin of Thanksgiving presents dramatic features that lend themselves to the true story form, and, at the same time, give meaning to the day. The kindergarten children are too young to take in the facts that make the story significant. The conditions apprehended under the terms "forest," "country," "no crops," "no stores," "famine," the great distance between the new home and the old one across the water, are too great and unfamiliar to be grasped. Therefore the festival must get its meaning, so far as the little children are concerned, from its present celebration and the events connected with it. What is true of this festival is true of most of the others, *i. e.*, what is near must lead to what is remote, and the story that adds meaning must follow the same course. In our effort to find suitable stories for this purpose, and also such as relate to household work, we found few that were not open to criticism, either on the ground of sentimentality, or absence of any series of events leading to a dramatic point or climax. In order to realize fully the force of these features, a story which had been offered was criticised, the theme altered and rewritten.

Theme of story: (1) Animals are given an extra treat by little girls. (2) They wonder why. (3) The horse says it is Thanksgiving day and Patty is glad and thankful, and therefore wishes them to be; hence the treat.

Criticism: Talk of animals unnatural and sentimental. No climax. Too obvious moral.

Theme remodeled: Animals imprisoned in barn by blizzard and deep snow; without food and water for hours; children help to dig way to barn, and help to give animals their food; characteristic cries of animals described.

Reasons for changes: Children must feel need of animals. Expectation must grow, hence the conditions which make that feeling strong. In place

of *talking* about thankfulness, the hearers of the story feel glad that the animals are at last relieved from hunger and thirst. Instead of giving from sentiment, the actors of the story give because of real need.

This is given as one method of study, not as a mode of story-writing to order.

REFERENCES: *Stories of Household Work*; "Charlotte and the Ten Dwarfs;" "Snow White and the Dwarfs;" "Cinderella;" "How Hans Got a New Shirt," *Kindergarten Magazine*, Vol. I.

In addition to the work in stories and drawing, the class has begun the simpler handwork suitable for young children — folding furniture, cutting snow-crystal forms. Embroidery and mat-weaving designs will be given in the next issue.

In January the class will prepare for kindergarten practice work, and will teach in the kindergarten. Therefore the current work for the month in the kindergarten will form the center around which the theory will gather. The handwork will receive more attention, as the games and stories have done in the preceding months.

For a partial outline, please see the topics given in the kindergarten section of "History in Primary Grades," December number, p. 265; also the outline prepared by Miss Allen for the kindergarten for January.

THE KINDERGARTEN.

(FRANCIS W. PARKER SCHOOL.)

MATE H. TOPPING.

REVIEW FOR OCTOBER AND NOVEMBER.

THE subject for October and November was the life in the home from the awakening in the morning through the breakfast time. The details considered were: clothes worn; the necessary toilet preparations; the breakfast. Also some thoughts concerning Thanksgiving were presented.

The aim in the general program has been to objectify the child's everyday life in the home, beginning with what affects all the family in common, and differentiating later the duties of individual members of the household. This plan will be continued throughout the second quarter of the year.

In presenting the Thanksgiving thought, the aim was to awaken some ideas through which the children of the kindergarten might understand the preparations that were being made